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ABSTRACT

The undergraduate course evaluated in this Research Report was viewed as experimental because it synthesized two collegiate educational concepts: 1) multidisciplinary context and 2) an accompanying multidisciplinary teaching staff. The objective of the course was to study the complex relationship which exists between race, education and poverty, and to examine their effects on rural and urban America. The purpose of the report is to summarize the results of a student evaluation of the course. The questionnaire and subsequent evaluation included five major areas: 1) general evaluation, 2) teaching assistants, 3) course content, 4) grading and examinations, and 5) student interest and perception. The evaluation report indicates the similarities and differences between black and white students on an evaluation questionnaire. Partial results were: 1) general agreement as to value of multidisciplinary approach, and 2) black students tended to be more critical of the course. The Appendix section of the booklet contains, 1) The Questionnaire, 2) Responses: Percentage Breakdown by Race, 3) Means and Standard Deviation: Presented as Totals and with Race Breakdowns, 4) A List of Speakers and their Topics, and 5) A Recommended Reading List. (Author/AWW)

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SUMMARY OF THE RESULTS OF A STUDENT EVALUATION OF IDC 400V

"RACE, EDUCATION AND POVERTY"

Prepared by

Lawrence W. Lezotte*

and

Craig Polite*

April, 1971

*Lawrence W. Lezotte is Assistant Director for Research at the Center

*Craig Polite is a Graduate Assistant for Research at the Center.

An experimental course, IDC 400V *"Race, Education and Poverty,"* was offered spring quarter 1970 by the Center for Urban Affairs. The course, offered to Michigan State University undergraduate students, was viewed as experimental because it synthesized two innovative educational concepts: (1) multidisciplinary context and (2) an accompanying multidisciplinary teaching staff.

The stated objective of the course was to study the complex relationship which exists between race, education and poverty and to examine their effects on rural and urban America. The attached list of lecture topics, instructors and assigned readings (Appendices D & E) presents an overview of the breadth of material included in the course.

The purpose of this report is to summarize the results of a student evaluation of the course. The evaluation report highlights the similarities and differences in student reactions as a function of the students' race. (The course enrollment consisted of almost equal numbers of black and white students.) Hopefully, this evaluation will assist in improving this and similar courses.

The vehicle by which student reactions were gathered was a questionnaire constructed from the MSU Evaluation Services "Student Instructional Rating System," designed exclusively for this course. The questionnaire and subsequent evaluation included five major areas: (1) general evaluation, (2) teaching assistants, (3) course content, (4) grading and examinations and (5) student interest and perception.

The enrollment in *"Race, Education and Poverty"* was 357, and 207 volunteered their time to respond to this course evaluation

questionnaire.

For the purpose of brevity, a general analysis of question areas will be characterized here and the detailed breakdown will be represented in the Appendices.

General Evaluation: This section included statements concerned with the students' general feelings about the course. Responses were selected from statements such as: (1) the lectures presented the most important facets of inner-city living, (2) the lectures were generally clear in the message they tried to present, and (3) the course would have been more beneficial had the lecturers been individuals from inner-city living rather than professional people.

The students were divided in their feelings about the course (see Table 1). Although favorable evaluations generally outweighed the unfavorable, there was still a percentage of students who viewed the course in a somewhat unfavorable manner. The white students were generally more favorable in their evaluations than were their black counterparts.

Table 1

Percentage Breakdown of Responses by Race to General Evaluation Questions

Question Number	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Black	5.0	38.3	23.3	30.0	2.5
	White	8.0	41.4	25.3	24.1	1.1
2	Black	20.0	53.3	13.3	9.2	2.5
	White	32.2	54.0	3.4	8.0	1.1
3	Black	13.3	39.2	14.2	28.3	4.2
	White	2.3	28.7	17.2	48.3	2.3

Teaching Assistants: The second category in the evaluation was Teaching Assistants. Selected were student responses to two statements: (1) the graduate assistants were available when needed and (2) the graduate assistants were helpful in the preparation of term papers. The results revealed that the black and white students did not differ appreciably in their responses. For both student groups, favorable responses slightly outweighed unfavorable responses to the teaching assistant questions.

Table 2

Percentage Breakdown of Responses by Race
Teaching Assistant Statements

Question Number	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Black	14.2	30.0	41.7	9.2	4.2
	White	13.2	37.9	37.9	4.6	4.6
2	Black	10.0	25.8	39.2	14.2	10.8
	White	10.3	23.0	47.1	12.6	6.9

Course Content: Statements of this category are best characterized by: (1) the course gave me additional skills and techniques which will be applicable to my career, (2) the content of this course was a useful addition to my major field of study, and (3) the instructor(s) informed me of the current problems in the urban areas. In this series of statements (Table 3), the black students were

consistently more critical than their white counterparts.

Table 3

Percentage Breakdown of Responses by Race
to Course Content Statements

Question Number	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Black	15.0	36.7	21.7	20.0	6.7
	White	16.1	43.7	19.5	16.1	2.3
2	Black	20.0	34.2	26.7	15.8	3.3
	White	33.3	51.7	6.9	6.9	1.1
3	Black	19.2	50.8	17.5	9.2	3.3
	White	27.6	57.5	8.0	6.9	0.0

Grading and Examinations: The fourth category to be considered was Grading of Examinations. Statements of this category are characterized by the following: (1) the grading system was adequately explained, and (2) the term paper was a valuable experience. The blacks in the class were more critical than were the whites (Table 4); however, the majority of both groups tended to react rather positively to the grading and examination procedures.

Table 4

Percentage Breakdown of Responses by Race
to Grading of Examinations

Question Number	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Black	20.0	58.3	13.3	5.8	1.7
	White	35.6	51.7	3.4	8.0	1.1
2	Black	22.7	42.9	18.5	10.1	2.5
	White	23.0	57.5	6.9	10.3	1.1

Student Interest and Perceptions: The fifth category to be examined is Student Interest and Perceptions. This section was included to obtain understanding as to the student interest in the course. The statements in this section are characterized by: (1) the instructors instilled an interest and enthusiasm in me about the course material, and (2) this course has given me an interest in this area which I will pursue for some time. The black students, though to a lesser extent, again were more critical than their white counterparts (Table 5).

Table 5

Percentage Breakdown of Responses by Race
to Student Interest and Perceptions

Question Number	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Black	13.3	46.7	22.5	13.3	1.7
	White	25.3	50.6	6.9	14.9	1.1
2	Black	20.8	46.7	21.7	7.5	0.8
	White	39.1	39.1	16.1	3.4	1.1

SUMMARY

The results of the student evaluation indicated that there was general agreement as to the value of a multidisciplinary approach to the study of the relationship between race, education and poverty. However, what seems to be of greater interest are the differences in responses of the two social groups of students.

In general, black students tended to be more critical of the course. Compared to their white counterparts they more frequently expressed that the course did not present the most important facets of inner-city living and that the course would have been more beneficial had the lecturers been individuals from inner-city living rather than professional people.

One may speculate why black students evidenced more criticism toward the course content and instructors than their white counterparts. Two possible explanations seem reasonable. First the preponderance of black students, because of their past experience, may have been familiar with the relationships between racism, poverty and school learning. As a result they might have felt confident in being critical about aspects of the content as it was presented. A second explanation may be that black students, being less intimidated by black instructors, felt comfortable being open and candid about the way the course was being conducted.

Either or both explanations may be right or wrong but nevertheless, the phenomena warrants further study in differing contexts.

Based on student responses the following recommendation

would be made:

(1) A multidisciplinary course in the relationship between race, education and poverty provides the most favorable means for the presentation of relevant materials. Therefore, we recommend that a course of this nature should be offered again.

(2) In response to the student criticism, presentations by individuals indigenous to poor urban and rural areas should be incorporated into the course.

APPENDIX A

QUESTIONNAIRE

RACE, EDUCATION AND POVERTY - IDC 400V Spring 1970

COURSE EVALUATION

For each of the following questions give the answer which is correct or which you feel is most appropriate.

A. PERSONAL DATA

1. My University class standing is:
   Freshman = A
   Sophomore = B
   Junior = C
   Senior = D
   Graduate = E

2. My age is:
   17 - 19 = A
   20 - 22 = B
   23 - 25 = C
   26 - 28 = D
   29 or above = E

3. My sex is:
   Female = A
   Male = B

4. My race is:
   Black = A
   White = B

5. My family income is roughly:
   Below 5,299 = A
   5,300 - 8,599 = B
   8,600 - 11,999 = C
   12,000 - 15,999 = D
   16,000 - or above = E

6. How do you rate yourself on most issues?

   Radical Left = A
   Liberal = B
   Moderate = C
   Conservative = D
   Radical Right = E

B. GENERAL EVALUATION

For each of the following questions, answer which you feel is most appropriate using the following key:

Strongly Agree = A
Agree = B
No Opinion = C
Disagree = D
Strongly Disagree = E

7. The course would have been more beneficial had the lecturers been individuals from the "inner city" rather than professional people.

8. The lecturers were generally clear in the message they tried to present.

9. The lecturers presented the most important facets of "inner city" living today.

10. The class included a good mixture of formal lecture and class discussion.

11. The stated objectives of the course were "to study the complex relationships which exist between race, education, and poverty and to examine their effect on rural and urban America." This objective was reached.

12. The course topics were presented as logical units.

13. The content of this course was consistent with the aims and objectives of the course.

14. The course content was generally thought provoking.

15. There was continuity from one lecture to another.

16. The reading assignments were relevant to what was presented in class.

17. The reading assignment provided essential background material for the lectures.

18. I would recommend this course to a friend.

19. Regular attendance was necessary to achieve an understanding of the course material.

C. GRADUATE ASSISTANTS

20. The graduate assistants were available when needed.

21. The graduate assistants were helpful in the preparation of my term paper.

D. COURSE CONTENT

22. The course gave me additional skills and techniques which will be applicable to my career.

23. The course has increased my capacity for analytic thinking as it relates to urban problems.

24. The instructors informed me of the current problems in the urban areas.

25. This course was unrelated to my personal goals.

26. The course assisted me in reaching my personal goals.

27. The content of this course was a useful addition to my major field of study.

E. GRADING AND EXAMINATIONS

28. The grading system was adequately explained.

29. The examinations adequately covered the lecture material.

30. The examination questions were clearly worded.

31. The term paper was a valuable experience.

32. The grade I received on my term paper was a fair one.

33. I was able to understand why I was given a lower grade than I expected on my term paper.

F. STUDENT INTEREST AND PERCEPTION

34. The instructors instilled an interest and enthusiasm in me about the course material.

35. This course has given me an interest in this area which I will pursue for some time.

36. The time spent in this course was worthwhile.

37. My attendance in this course has been better than that for other courses.

38. This course has stimulated me to take a more active role toward the alleviation of urban problems.

39. I will take additional courses related to urban problems.

40. I would be interested in a course designed to explore solutions to urban problems.

F. STUDENT-INSTRUCTOR INTERACTIONS

41. The instructors were available for consultation with students.

42. I was hesitant to ask questions in this course.

APPENDIX B

COMPLETE PERCENTAGE BREAKDOWN BY RACE OF THE QUESTIONNAIRE

GENERAL EVALUATION

Question	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
7	B	13.3	39.2	14.2	28.3	4.2	
	W	2.3	28.7	17.2	48.3	2.3	
8	B	20.0	53.3	13.3	9.2	2.5	*
	W	32.2	54.0	3.4	8.0	1.1	
9	B	5.0	38.3	23.3	30.0	2.5	*
	W	8.0	41.4	25.3	24.1	1.1	
10	B	9.2	33.3	20.8	27.5	6.7	
	W	9.2	34.5	5.7	36.8	13.8	
11	B	17.5	53.3	20.0	6.1	1.1	*
	W	18.4	55.2	9.2	14.9	2.3	
12	B	7.5	54.2	30.8	5.8	1.7	
	W	12.6	46.0	18.4	18.4	3.4	
13	B	20.2	56.3	12.6	8.4	1.7	*
	W	21.8	56.3	10.3	10.3	0.0	
14	B	17.6	48.7	12.6	17.6	3.4	*
	W	32.2	49.4	6.9	9.2	0.0	
15	B	8.3	34.2	30.8	25.8	0.8	
	W	4.6	35.6	14.9	40.2	4.6	
16	B	15.0	54.2	22.5	6.7	1.7	*
	W	19.5	58.6	14.9	4.6	0.0	
17	B	10.8	59.2	19.2	8.3	2.5	
	W	14.9	36.8	27.6	20.7	0.0	
18	B	38.3	40.0	9.2	9.2	3.3	*
	W	42.5	49.8	5.7	5.7	1.1	
19	B	24.2	32.5	21.7	14.2	7.5	*
	W	28.7	47.1	4.6	17.2	2.3	

* Blacks more critical than whites

GRADUATE ASSISTANTS

Question	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
20	B	14.2	30.0	41.7	9.2	4.2	*
	W	13.8	37.9	37.9	4.6	4.6	
21	B	10.0	25.8	39.2	14.2	10.8	
	W	10.3	23.0	47.1	12.6	6.9	

COURSE CONTENT

Question	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
22	B	15.0	36.7	21.7	20.0	6.7	*
	W	16.1	43.7	19.5	16.1	2.3	
23	B	19.2	48.3	13.3	13.3	5.8	*
	W	19.5	57.5	17.2	4.6	1.1	
24	B	19.2	50.8	17.5	9.2	3.3	*
	W	27.6	57.5	8.0	6.9	0.0	
25	B	6.7	7.5	15.8	41.7	28.3	*
	W	1.1	1.1	3.4	49.4	42.5	
26	B	7.5	29.2	42.5	15.8	5.0	*
	W	13.8	51.7	23.0	10.3	1.1	
27	B	20.0	34.2	26.7	15.8	3.3	*
	W	33.3	51.7	6.9	6.9	1.1	

* Blacks more critical than whites

GRADING AND EXAMINATIONS

Question	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
28	B	20.0	58.3	13.3	5.8	1.7	*
	W	35.6	51.7	3.4	8.0	1.1	
29	B	30.0	44.2	18.3	2.5	3.3	
	W	27.6	48.3	11.5	5.7	4.6	
30	B	3.3	46.7	15.8	19.2	10.8	*
	W	3.4	49.4	6.9	25.3	11.5	
31	B	22.7	42.9	18.5	10.1	2.5	*
	W	23.0	57.5	6.9	10.3	1.1	
32	B	25.2	37.0	11.8	14.3	8.4	*
	W	35.6	50.6	10.3	2.3	0.0	
33	B	8.3	14.2	42.5	16.7	15.0	*
	W	5.7	10.3	67.8	10.3	0.0	

STUDENT INTEREST AND PERCEPTION

Question	Race	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
34	B	13.3	46.7	22.5	13.3	1.7	*
	W	25.3	50.6	6.9	14.9	1.1	
35	B	20.8	46.7	21.7	7.5	0.8	*
	W	39.1	39.1	16.1	3.4	1.1	
36	B	31.7	44.2	15.0	5.0	0.8	*
	W	39.1	46.0	3.4	6.9	2.3	
37	B	16.7	30.0	25.8	20.0	3.3	
	W	24.1	25.3	13.8	29.9	5.7	
38	B	15.8	44.2	25.8	9.2	1.7	*
	W	20.7	52.9	14.9	9.2	1.1	
39	B	28.3	54.2	13.3	1.7	0.0	*
	W	24.1	49.4	18.4	2.3	2.3	
40	B	48.3	37.5	9.2	1.7	0.0	*
	W	55.2	34.5	5.7	2.3	0.0	

* Blacks more critical than whites

APPENDIX C

MEAN AND STANDARD DEVIATION FOR EACH QUESTION

PRESENTED ARE TOTALS AS WELL AS THE RACE BREAKDOWN

GENERAL EVALUATION

Question Number		Total	Black	White
7	M	2.9	2.7	3.2
	SD	1.1	1.2	1.0
8	M	2.0	2.2	1.9
	SD	1.0	1.0	0.9
9	M	2.8	2.8	2.7
	SD	1.0	1.0	1.0
10	M	2.9	2.8	3.1
	SD	1.3	1.2	1.3
11	M	2.2	2.2	2.3
	SD	1.0	0.9	1.0
12	M	2.5	2.4	2.5
	SD	0.9	0.8	1.1
13	M	2.1	2.1	2.1
	SD	0.9	0.9	0.9
14	M	2.2	2.4	1.9
	SD	1.1	1.1	0.9
15	M	2.9	2.8	3.0
	SD	1.0	1.0	1.1
16	M	2.1	2.3	2.0
	SD	0.9	0.9	0.8
17	M	2.4	2.3	2.5
	SD	0.9	0.9	1.0
18	M	1.9	2.0	1.8
	SD	1.0	1.1	0.9
19	M	2.4	2.5	2.2
	SD	1.2	1.2	1.1

GRADUATE ASSISTANTS

Question Number		Total	Black	White
20	M	2.5	2.6	2.4
	SD	1.0	1.0	1.0
21	M	2.9	2.9	2.8
	SD	1.1	1.1	1.0

COURSE CONTENT

Question Number		Total	Black	White
22	M	2.6	2.7	2.4
	SD	1.1	1.2	1.1
23	M	2.3	2.4	2.1
	SD	1.0	1.1	0.8
24	M	2.1	2.3	1.9
	SD	1.0	1.0	0.8
25	M	3.9	3.8	4.2
	SD	1.2	1.1	1.0
26	M	2.6	2.8	2.3
	SD	1.0	1.0	0.9
27	M	2.3	2.5	1.9
	SD	1.1	1.1	0.9

GRADING AND EXAMINATIONS

Question Number		Total	Black	White
28	M	2.0	2.1	1.9
	SD	0.9	0.9	0.9
29	M	2.1	2.0	2.0
	SD	1.1	1.0	1.1
30	M	2.8	2.8	2.8
	SD	1.3	1.2	1.3
31	M	2.1	2.2	2.1
	SD	1.0	1.1	0.9
32	M	2.1	2.3	1.8
	SD	1.1	1.3	0.7
33	M	2.9	3.1	2.7
	SD	1.1	1.2	0.9

STUDENT INTEREST AND PERCEPTION

Question Number		Total	Black	White
34	M	2.3	2.4	2.1
	SD	1.1	1.0	1.0
35	M	2.0	2.1	1.9
	SD	1.0	0.9	0.9
36	M	1.9	1.9	1.8
	SD	1.0	0.9	1.0
37	M	2.5	2.5	2.6
	SD	1.3	1.2	1.3
38	M	2.2	2.3	2.1
	SD	1.0	1.0	0.9
39	M	1.9	1.8	2.0
	SD	0.8	0.7	0.9
40	M	1.5	1.6	1.5
	SD	0.8	0.8	0.7

APPENDIX D

LIST OF SPEAKERS AND THE TOPICS ON WHICH THEY SPOKE

RACE, EDUCATION & POVERTY

Center for Urban Affairs
College of Education
Michigan State University

Spring Term, 1970

Instructors: Robert L. Green
Thomas Gunnings

The objective of this course is to study the complex relationships which exist between Race, Education and Poverty and to examine their effect on rural and urban America.

Course participants will be expected to complete all required readings assigned and to write a term paper. The instructors will assist class members in identifying their research or writing effort and will provide additional academic resources when necessary.

Students are encouraged to read the required readings and recommended readings prior to the lecture topic to be discussed.

Visiting Lecturers:
Dr. Leslie Rout, Department of History, MSU
Dr. James McKee, Department of Sociology, MSU
Dr. Clifton Wharton, President, Michigan State University
Dr. Joseph McMillan, Director, Equal Opportunity Programs, MSU
Dr. Ruth Hamilton, Department of Sociology, MSU
Mr. William Williams, Doctoral Candidate, Department of Counseling and Educational Psychology
Dr. Wilbur Brookover, Departments of Sociology, Education and Center for Urban Affairs, MSU
Dr. James Hamilton, Department of Chemistry, MSU
Mr. Richard Santos, Graduate Student, Labor and Industrial Relations

Graduate Assistants:
Janet Smith
Terry Taylor
Douglas McKenzie

Required Reading: Racial Crisis in American Education by Robert L. Green, Follett Educational Corporation, 1969

Recommended Reading: To be distributed separately

Course Requirements: (1) Term paper - 10 pages maximum

(2) Final examination

(3) Completion of all assigned readings (additional readings will be assigned by visiting lecturers)

CLASS CALENDAR & ASSIGNED REQUIRED READINGS

Thursday, April 2 - Orientation
Drs. Green and Gunnings - Criterion for Evaluation Objectives - Overview

Tuesday, April 7 - Dr. Leslie Rout - Historical Perspectives on Race, Education and Poverty

Thursday, April 9 - Dr. Leslie Rout - Continued
Text: Chapter 3

Tuesday, April 14 - Dr. James McKee - Meanings of Poverty in Urban America
Text: Chapters 4 & 7

Thursday, April 16 - Dr. Robert Green - Environment - What are the Problems?

Tuesday, April 21 - Dr. Robert Green - Continued

Thursday, April 23 - Dr. Rita Bakan - Nutrition and Poverty
Text: Chapter 9

Tuesday, April 28 - President Wharton - Economics of Poverty
Text: Chapter 2

Thursday, April 30 - Dr. Joseph McMillan - Urban Education and Decentralization
Text: Chapters 6 & 14

Tuesday, May 5 - Dr. Thomas Gunnings - Career vs Jobs - Their Relation To Race, Poverty and Education
Text: Chapter 1

Thursday, May 7 - Dr. Thomas Gunnings - Psychological Impact of Race, Poverty and Education
- Synthesis and Clarification of past class lectures

Tuesday, May 12 - Dr. Ruth Hamilton - Sociological Impact of Race, Poverty and Education
Text: Chapter 11

TIME TABLE & ASSIGNED REQUIRED READING CONTINUED-

Thursday, May 14 - Dr. Ruth Hamilton - Continued

Tuesday, May 19 - Mr. Willie Williams - Research on Black-White Policemen as it relates to Race

Thursday, May 21 - Dr. Wilbur Brookover - Self Concept and Achievement as they relate to Race and Education

Text: Chapters 5 & 8

Tuesday, May 26 - Dr. James Hamilton - The Relevance of Chemistry to Urban Problems

Thursday, May 28 - Mr. Richard Santos - The Mexican-American: His rise to Equality

Text: Chapter 10

Tuesday, June 2 - Drs. Green and Gunnings - Summary and Overview
Text: Chapters 12 & 13

Thursday, June 4 - Final Examination

APPENDIX E

RECOMMENDED READING LIST

RECOMMENDED READING LIST

TUESDAY, APRIL 9 and 14 - Dr. Leslie Rout

Rout, Leslie Negro Digest, February, 1970 "Study in Black, Brown and Beige"
Magnus, Marner Race Mixer in Latin America, pages 9-90

TUESDAY, APRIL 16 - Dr. James McKee

Ferman , Kornblok and Haber, Poverty in America
"Our Invisible Poor", pp 6-24
"Dusty Outskirts of Hope", pp 395-400
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TUESDAY, APRIL 21 - Dr. Rita Bakan

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THURSDAY, APRIL 23 - Dr. Robert L. Green

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THURSDAY, APRIL 30 - Dr. Joseph McMillan

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TUESDAY, MAY 5 - Dr. Thomas Gunnings

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TUESDAY, MAY 7 - Dr. Thomas Gunnings

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TUESDAY, MAY 19 - Mr. Willie Williams

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THURSDAY, MAY 21 - Dr. Wilbur Brookover

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